

WICKED IDEAS FOR HISTORY

Historical Skills - Historical Questions and Research (suitable for year 10)

Pre-teaching activity: write the following quote from “Defying Gravity” on the board and ask students to discuss what it might mean - I’m through accepting limits / ‘Cause someone says they’re so / Some things I cannot change / But till I try, I’ll never know

This activity can be combined with content from the English activity “WICKED Campaigns”, online at [link], and can take place over a number of lessons as part of a broader topic covering “Rights and Freedoms”.

- What could be the “societal attitudes” displayed in WICKED? Consider the expectations of Elphaba and Nessarose to follow in their father’s footsteps; the growing antagonism towards Animals; the willingness of the Ozians to take the Wizard’s orders at face value. What parallels in Australian history or contemporary society can you think of?
 - What methods were used by characters in WICKED to achieve change in broader society? How successful were they? How difficult was it for them (think of Elphaba and Doctor Dillamond)?
 - Consider the actions of the following three notable Australians in the context of these questions:
 - o What rights and freedoms were being ignored that they were trying to change?
 - o What was their role in the struggle?
 - o What were their methods to achieve change?
1. Vincent Lingiari and the Gurindji strike
http://en.wikipedia.org/wiki/Gurindji_strike
 2. The athlete Peter Norman at the 1968 Olympic Games
http://en.wikipedia.org/wiki/1968_Olympics_Black_Power_salute
 3. Bob Brown and the 1983 Franklin River blockade
http://en.wikipedia.org/wiki/Bob_Brown
http://en.wikipedia.org/wiki/Franklin_Dam_controversy

WICKED IDEAS FOR HISTORY

Historical Knowledge and Understanding - Depth Studies (suitable for students in year 9)

This activity will take a single lesson and can be used to compare with examples from history according to the topic currently studied in class.

L. Frank Baum lived in a time when a woman's right to vote, work and still be considered respectable was very much out of favour. Consequently, he sought to correct these perceptions by writing and telling stories in which people with a lesser status in the world could gain a higher position and respect.

- Define the word "status" and discuss what it means.
- How has the sense of "status" changed over time? Consider the following when preparing your answer:
 - o The "middle classes" created by the Industrial Revolution
 - o "Serfdom" and its abolishment in various countries
 - o Who has held the right to vote, own property, and have access to the judicial system at various stages of history?



EXTENSION ACTIVITY



In spite of his forward-thinking views on the status of women and of the potential of modern technology, some of L. Frank Baum's earlier writings on Native Americans were coloured by the racist worldview of the day. Two editorials that he wrote can be read here:

<http://web.archive.org/web/20071209193251/http://www.northern.edu/hastingw/baumedts.htm>

While there is debate about whether Baum was being ironic in either of these editorials, the content led to two of Baum's descendants making a formal apology to the Sioux nation 2006 for his comments. What observations about status can you make when juxtaposing the editorials with the subsequent apology; events that are over one hundred years apart?